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ABSTRACT

Iranian school library standards were adapted from American school library standards and have received Tehran Book Processing Centre executive committee approval. While Iran has several foreign schools, libraries and librarians, there are no Iranian professional school librarians to take an interest in the standards. Furthermore, the present low state of Iranian school libraries suggests that many years may pass before a large percentage of them will meet these standards. Certain librarians have criticized all six sets of library standards for being too detailed, almost for resembling policy and procedure manuals. This detailed treatment was deliberate. Attempts to get a library procedure manual published have been unsuccessful, so far, and the original purpose of the standards was to provide as much guidance as possible for Iranian librarians. Without guidelines, many new Iranian librarians would be uncertain about how to organize and develop their libraries. With these detailed standards, for the first time they had policy guidelines which contained some procedural details, also. The school library standards assume the presence of a desire among faculty members and administrators to develop teaching techniques which de-emphasize the traditional Iranian lecture and textbook methods, and instead, emphasize pupil-oriented instruction and the use of a variety of teaching materials. (LI 004244 through 004248 and LI004250 through 004267 are related.) (Author/SJ)

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IRANIAN SCHOOL LIBRARY STANDARDS

I Introduction

An adequate supply of printed and audio-visual materials is essential at all Iranian education levels. These materials are basic tools needed for effective teaching and learning. The scope of knowledge has become too vast for coverage solely by classroom instruction. Through the school library, Iranian classroom boundaries can be extended immeasurably in all subject fields and youth's many interests, appreciations, and curiosities stimulated.

Modern teaching theory emphasizes the use of a broad spectrum of ideas. The Iranian student must be exposed to many viewpoints on each subject, contradictory and complementory. He must be encouraged to think for himself, to weigh evidence and reach conclusions logically. He must trace developments and draw comparisons. To do this properly, he needs a large collection of materials representing different opinions on each subject. Also, his individual differences must be considered. Each student is a unique individual and must be educated as such. A variety of educational techniques must be used to reach each person and convey new ideas in the most successful fashion. Such a varied approach to teaching requires the use of books, pamphlets, magazines, films, filmstrips, reports and records to enable him to see, hear and read appropriately about each idea and event.

Merely stocking schools with materials is not enough. These materials must be made easily accessible to assure their optimum use. Furthermore, only a library can properly select, assemble, organize, display, and promote the use of such a variety of materials. Every school needs a well-organized library directed by a well qualified librarian. The school library program forms a vital part of good quality education. Any recommendation for improving a school can be fully achieved only when the school has a good library. Only with strong libraries will Iranian schools be strong.

This document describes minimum Iranian school library standards, and every school should meet them. Failure to do so will leave the school with inferior library and educational programs. In contrast, to improve its facilities and achieve a better service level, well above the minimum suggested here, the library should exceed these standards and have three times as large a budget, book collection and staff as these figures recommend. To procede a step farther and achieve the superior service level of a fine school, the library should be eight times as large in every way. The standards are recommended for all kinds of school, public and private, Iranian and foreign, elementary, middle and secondary, except where a specific school level is indicated. They are adaptions of wes-

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tern standards to fit Iranian needs and guide Iranian school librarians seeking to identify the characteristics of good libraries. Also, they may be useful in teaching school librarianship in Iranian library schools. The Tehran Book Processing Centre, part of the Institute for Research and Planning in Science and Education, affiliated with the Ministry of Science and Higher Education, has adopted and recommends these standards. Of equal importance is the fact that they have been approved and are strongly recommended by the Ministry of Education as well.

II Implementation

There are many school libraries in Iran, and they have given godd service to thousands of pupils. However, though libraries have long been recognized to be essential in Iranian education, many schools still have inadequate library resources. Many of them depend on nearby public libraries to serve their students. Only a very few Iranian schools have libraries which are good or excellent in every way. Consequently, much remains to be done in providing the schools with libraries useful in pushing forward the White Revolution. These standards should enable parents, citizens, librarians, principals, and Ministry of Education officials to see new educational opportunities and gain new enthusiasm for the benefits of school library service. Providing good school libraries is of the utmost importance to all Iranian citizens. On many occasions, school libraries have been established by the actions of citizens and local organizations, working in cooperation with school officials. With the inspiration and guidance which these standards provide, enthusiasm from the schools themselves, and help from the Ministry of Education, many Iranian school libraries should be improved significantly.

After studying these new minimum standards, some schools will reorganize their library facilities immediately. Others will already have met the standards previously and will make improvements to reach superior levels. However, the vast majority, dependent on Ministry of Education support, probably will be unable to make many improvements in the near future. Particularly for these schools, several sections of the standards suggest methods of improving the library system at little expense. In addition, those school districts which are unable to afford modern library service in all schools should establish one centrally located model secondary school library open liberal hours to serve the entire district.

III Objectives

The Iranian school library's purposes are to

1. Provide pupils with the most appropriate library materials and services.
2. Guide pupils toward enjoyment, satisfaction, critical judgement and appreciation in reading.
3. Encourage pupils to develop helpful interests and acquire desirable social attitudes.
4. Work with teachers in selecting and using all types of library materials.
5. Participate in programs for the continuing professional and cultural growth

of teachers and administrators.

6. Use the most modern techniques possible under the circumstances to reach the library's goals.
7. Introduce pupils to public libraries and co-operate with these libraries in encouraging continuing education and cultural growth.

IV Principles of School Library Service

A. General

1. The school library program reflects the Ministry of Education's philosophy and enriches all parts of the educational program.
2. For the individual Iranian pupil, the library offers a program continuing through all the school years.
3. The school library concept means service throughout the school, not just within the library.
4. Through varied types of materials, the library provides for many kinds of interests, maturity and ability levels, and for a wide range of demands.
5. School library experience should lead to a lifetime habit of library usage as well as pride in book ownership.
6. The degree to which teachers and pupils depend on the library measures the extent of its success.

B. Instruction in Materials Use

1. An integrated library instruction program taught throughout their school careers should enable pupils to acquire independence and competence in library use.
2. The library use instruction program should involve the principal, curriculum coordinator, classroom teacher, and librarian co-operatively.
3. There should be a plan for library use instruction for the Iranian school as a whole. The areas of knowledge and types of skills to be acquired should be defined and allocated to the various curricular subjects and grade levels. This plan should present the reference tools and resources to be covered, library organization, guides to the library's collection, the study and work skills needed, and the bibliographic form to be used in written papers.
4. The library use instruction program should be fully integrated with classroom work, evolving naturally from instruction requirements. Using a library is an important means to learn the synthesis of information, extension of knowledge, analysis and solution of problems, thinking, reflection, satisfaction of curiosity, development of taste, and derivation of pleasure.
5. The librarian should design this program and arrange its implementation.

Also, he should teach the library orientation lessons and introduce appropriate materials. During class sessions in the library, the teacher should accompany his class there and work with the librarian in assisting them.

C. Reading, Listening and Viewing Guidance

1. Pupil growth in reading ability and interest is a joint responsibility of teachers, librarians, and parents.
2. By providing materials in attractive and stimulating surroundings, pupils should be invited to satisfy their many reading interests. The library should be closely identified with both their recreational and academic pursuits.
3. A varied program of reading guidance should make Iranian pupils feel at home as readers and contribute to growth and discernment in their reading selection.
4. The librarian should provide challenging reading experiences for the maximum development of gifted pupils.
5. Reading guidance can be more meaningful when the librarian uses individual pupil reading scores, intelligence quotients, and other pertinent information.
6. Information reported by the librarian concerning the reading behavior, library use, and attitudes of Iranian pupils, especially those having reading difficulties or else applying for university examinations, makes a useful addition to the classroom teachers' reports.
7. Reading guidance should use a variety of approaches for making reading meaningful, attractive, and voluntary. They should include displays inside and outside the library, pupil book reviews in school publications, booklists, bookmarks, assembly programs, story-telling, films, radio and television programs, and many other techniques.
8. The school library should teach pupils to evaluate and use audio-visual materials and to correlate them with printed materials.

D. Personal and Social Guidance

1. The library should make a distinct contribution to the school guidance program through its materials, instructional program, and services.
2. Materials should be provided in connection with pupils' special interests and hobbies, their club and co-curricular activites. Frequently, the librarian can help pupils solve personal, social, and ethical problems thru informal reading guidance.

3. The librarian should contribute to vocational guidance by supplying up-to-date occupational and college material for high school pupils.

E. Reference and Research Service

1. Research work is important in teaching pupils to analyze, evaluate, and interpret material.
2. Pupils should use the library as a research laboratory in which they locate specific information and expand their knowledge.

F. Pupil Assistants

1. Organized pupil assistants can obtain educational values from their work. It can heighten a sense of belonging, provide opportunities for leadership and co-operation, foster the abilities to assume responsibility and work closely with others and expand knowledge of libraries and their resources.
2. Pupils assistants should receive the same recognition and awards given for other Iranian school service clubs.

V The Ministry of Education Administrator

The Minister of Education or his deputy in charge of the entire library program should

1. Work steadily toward the goal of providing an acceptable library program in each Iranian school.
2. Formulate policies for the library program's scope while recognizing the need for all libraries to have a co-operatively developed and co-ordinated service program.
3. Appoint a National School Library Supervisor and arrange for his office, funds, quarters, and staff. When needed, appoint assistant, ostan and district supervisors to assist this central office.
4. With the National School Library Supervisor, plan and implement a program whereby all libraries eventually meet the standards in this document.
5. Allocate the funds necessary for the library program and its growth, and, in co-operation with principals and other administrators, hold the librarians responsible for spending these funds wisely.
6. Provide sufficient school space for functional library quarters.
7. Establish communication channels between school librarians, principals and his office.
8. Encourage establishment of Iranian school librarian certification requirements consistent with those of other teachers.
9. Organize the school libraries as a coordinated system in ostans, regions,

and districts. Such a system should be able to operate efficiently and effect economies and specializations not otherwise possible.

VI The National School Library Supervisor

1. The National School Library Supervisor should plan, coordinate and administer the Iranian national school library program and work thru many individuals, committees, and groups in carrying it out. If no National Supervisor is appointed, then his responsibilities must be carried out to the extent possible by another Ministry official or by local librarians.
2. The National School Library Supervisor should have a Master's degree in library science plus courses in education, curriculum development, and educational administration. Also, he needs recent and successful school library as well as classroom teaching experience.
3. Important personal qualifications include superior administrative and organizational ability, good judgement, poise, breadth of vision, leadership qualities, the ability to deal effectively with people, and a knowledge of international educational and library service trends.
4. Working closely with other national Ministry officials, he should design an overall plan for Iranian school library development.
5. In the early stages of Ministry school library development, the National School Library Supervisor should
   a. Encourage each school to establish a library, no matter how small. The school's books should be collected and centralized in one room, the library's usefulness in connection with course work demonstrated and efforts made to improve the library.
   b. Provide centralized nation-wide, ostan-wide and city-wide selection and purchase of books, magazines and audio-visual material for all existing school libraries.
   d. Build up national and ostan curriculum materials centers containing sample textbooks, course syllabi, outlines and other educational materials for teacher use.
   c. Prepare and publish a monthly annotated and graded bibliography of recommended Persian language materials from which teachers and librarians can make selections for purchase with their own local funds.
   e. Develop demonstration or model libraries from which principals, curriculum coordinators, teachers, and librarians can learn modern school library functions.

6. In relation to other Ministry departments, he should
   a. Work closely with all other departments in improving school libraries.
   b. Interpret the library program's functions and describe the resources and services needed.
   c. Keep well informed about all school library developments locally, nationally, and internationally.
   d. Participate in Ministry curriculum development.
   e. In co-operation with architects, appraise new school library quarters specifications and recommend the changes needed.
   f. Assist the Ministry certification division in formulating, revising, and evaluating Iranian school librarian certification requirements.
   g. Advise in interpreting and preparing library legislation and regulations for Iran.
7. As part of his national program, the National School Library Supervisor should
   a. Exert leadership in initiating new or revised Iranian school library standards.
   b. Prepare and distribute explanatory materials on library service.
   c. Collect, interpret and evaluate nation-wide school library statistics.
   d. Prepare and distribute annual and special reports about his work, newsletters, articles, and releases.
   e. Promote and direct group meetings and library school workshops for administrators, librarians, and teachers.
   f. Secure the inclusion of library resource and program instruction in Iranian teacher preparation curricula.
   g. Advise the Iranian Library Association, encourage its school library programs, enlist its support in promoting school libraries, and urge librarians to participate in its projects.
   h. Keep administrators and librarians informed about important developments affecting libraries.
8. In the schools, the National School Library Supervisor should
   a. Visit all kinds of libraries, especially those school libraries offering new services.
   b. Assist school administrators in planning for, starting and evaluating library programs, and in finding the personnel to staff them.
   c. Confer frequently with and advise city and ostan school supervisors.
   d. Interpret school library functions to parent-teacher groups, administrators, teachers, librarians, and others.

9. The National School Library Supervisor should guide local school librarians by
   a. Giving advisory service, stimulation, evaluation, and sympathetic understanding in conferences with individuals.
   b. Encouraging individual initiative in experimentation and research.
   c. Promoting practice continuity to assure library procedure uniformity while also encouraging continuous improvement.

VII The Local School Principal

The Principal should

1. Endorse a modern library program, interpret it to teachers, parents, staff and others, and enlist their support in its development.
2. Hire a librarian or library assistant and help him design and carry out the library program best suited to the school's needs.
3. With teachers and librarian plan an integrated school-wide library instruction program.
4. Carry out all official Ministry and ostan library policies.
5. Use these Iranian school library standards as a guide in providing staff, quarters, funds, and materials.
6. Appoint the librarian to appropriate school committees.
7. Plan the library budget with the librarian and give him authority for its expenditure.
8. Keep the library staff informed about educational developments changing school procedures and curricula.
9. Employ a librarian before opening a new school building in order to plan its quarters and order and process material for use before the school opens.
10. Before establishing a library, make sure its purposes and functions are well understood by the entire (local) school community and that it has now and will have into the future the proper budget and personnel support.

VIII The Teacher

A. The teacher should

1. Make the library useful to his pupils. He should know its resources and program, the instructional materials and the professional collection available.
2. Motivate his pupils to use the library extensively for classwork and recreation.
3. Select and evaluate new Persian and perhaps also foreign materials.

4. Take class groups to the library to learn library skills or do reference work, and make small collections of materials available in his classroom.
5. Inform the librarian in advance about curricular changes and class assignments, so resources can be made available at the proper time.
6. Acquaint his pupils with the local public library's usefulness and inform that library in advance about class assignments.
7. To improve the reading guidance program, teachers and librarians should report to each other information about the interests, needs, abilities, attitudes, achievements, and performance of pupils.

B. To help the teacher, the librarian should

1. Build the materials collection systematically to meet curricular needs.
2. Acquire the materials that the teachers recommend.
3. Provide a variety of professional materials.
4. Inform the teachers about new materials.
5. Assist in developing techniques for using library resources and teaching library skills.
6. Help to prepare reading lists.
7. Provide reference and searching services.
8. Instruct teachers about Iranian library resources, sources of bibliographic and audio-visual information, and material evaluation.
9. Provide inter-library loan service from other Iranian libraries.
10. Provide annual and monthly statistical and prose reports of library progress, for the principal and faculty, to show accomplishments and deficiencies.

IX School Library Personnel

A. Qualifications

The librarian's duties are comprehensive, including at various times those of the teacher, subject specialist, and department head. In order to achieve success, the Iranian school librarian should

1. Have many cultural, intellectual, and recreational interests.
2. Be adept in human relations and able to work co-operatively and effectively with all age groups.
4. Understand the Ministry of Education curriculum thoroughly, including the reading program, instructional methods employed, and the school's goals.
5. Have an extensive knowledge of printed and audio-visual materials for pupils and instructional materials for teachers, and be enthusiastic about them.
3. Know children well through teaching experience.

6. Be thoroughly familiar with all phases of school librarianship.
7. Have the administrative ability to control all details in a smoothly running library.
8. Be forceful, aggressive and outspoken in pressing the library's usefulness.
9. Be an active member of the Iranian Teachers Association and the Iranian Library Association.

B. Professional Education

1. A broad, general education is essential, started in the university and continued throughout the librarian's lifetime.
2. Professional preparation must meet existing Iranian librarian and teacher certification requirements.
3. The librarian should be an Iranian or foreign library school graduate at the junior, senior, or graduate college level. If he lacks a library degree or post diploma when appointed, he should be given four years in which to become qualified.
4. If no qualified librarian can be found nor a teacher willing to become qualified, a teacher can be assigned temporarily to supervise the library in addition to regular teaching duties. Or, the parent-teachers association can be asked to organize a committee to staff the library. Or, a field library assistant attached to the district school headquarters may visit the school one day a week. Pupil assistants can be used to help the librarian, also.

C. General Responsibilities

The school librarian should

1. Work closely with classroom teachers, guidance counselors, and other faculty members in order to give them optimum service.
2. Stimulate and guide pupil reading and communication media use.
3. Evaluate, select, and organize resources, make them easily accessible and be a resource consultant.
4. Serve on curriculum development and textbook committees.

D. Working Conditions

1. In every way, the librarian's status, salary, work and vacation schedules should equal those of other teachers with comparable professional education, experience, and responsibility.
2. For the librarian, "homework" should include extensive reading to keep abreast of a wide range of printed material, school committee work and preparation for class visits. Also, time should be allowed for book and

magazine reading and for previewing audio-visual material during the day.

3. Staff members should be hired for their promise as successful library employees, not as friends or relatives of staff members. Iranian women are just as successful in librarianship as men.
4. All personnel should be given temporary contracts so they can be evaluated before those performing well are given permanent Iranian civil service status. Inferior employees should be replaced.
5. Libraries open during the summer should have adequate paid professional and clerical staff members.
6. Librarians required to work for a week before and after the school year to prepare the library for opening and closing, and preceding faculty workshops, should have clerical assistance and be paid for their work.

E. Typist and Clerical Duties

1. Typists and clerks should be hard-working and intelligent, accurate and efficient.
2. Typical typist and clerical duties include typing order cards and slips, bibliographies, charge cards, business correspondence and catalog cards, typing book pockets and pasting them in, accessing books and marking the accessions record, charging, discharging and renewing books, installing plastic book jackets, sending overdue notices, stamping ownership in the books, filing cards, checking filing, checking in magazines, putting books on reserve, preparing exhibits, answering the telephone, maintaining supplies, pasting in date due slips, and providing messenger service.

F. Staff Size

1. A high school with 1000 students and an elementary school with 2000 students should have at least one full-time library employee staff member. For each additional 500 students, one additional library employee is required.
2. High schools with enrollments of 1000 or less and elementary schools with 2000 or less should have half time library assistants.

X <u>The Material Collections</u>

A. Basic Material Selection Principles

1. The librarian should systematically develop the library collection to be well-balanced in subject and type of material coverage.
2. All materials should be evaluated and only those of good quality purchased. Their preparation and experience should enable librarians to evaluate materials critically.

3. Teachers should recommend materials for purchase. After careful evaluation, their professional preparation and experience should enable teachers to select appropriate materials for their pupils.
4. Pupils should suggest materials for purchase, also.
5. The collection should be re-evaluated frequently in relation to changing curriculum content and new instructional methods. Appropriate new materials should be obtained to assist with new developments.
6. The principal and the librarian should have final material purchasing authority.
7. Persian language material should make up 90% or more of the high school collection and 100% in government elementary schools, but 90% in private elementary schools.
8. A school with less than 300 pupils should have as a minimum reference collection, recent copies of a dictionary, encyclopedia, world atlas, almanac, an English-Persian and Persian - English or else a French-Persian and Persian-French dictionary, several directories, and a selection of magazines, pamphlets, and pictures.

B. Books

1. Books are the most important library resources. No well-selected book collection covering all curricular topics can be too large.
2. Subject scope should be very broad but should emphasize the subjects in the Iranian school curriculum.
3. Only practical material easily read by the school's pupils should be selected.
4. Textbooks should be purchased in very limited quantities and replaced frequently with new editions. Duplicates are needed only for heavily used titles.
5. Dictionaries, directories, encyclopedias, manuals, almanacs, atlases, handbooks and other reference material should be very useful.
6. Recent and practical books are much more valuable than historical treatments of a subject.
7. Recreational fiction and non-fiction reading material must be very well represented.
8. Since they will not be used, no Persian manuscripts or rare books should be selected.
9. The elementary school library should contain picture and easy books, as well as fiction at the proper age levels.
10. Obsolete, damaged, and superceded material should be weeded out and boxed for storage along with its catalog cards.
11. Books may be selected from the National Library, Tehran, Bibliography,

The Tehran Book Society, Bibliography, Rahnema Ketab, Ayandegan Newspaper, Sokhan, and from publishers catalogs.

12. Other sources of new material can be checked in the nearest public or university library or at the Tehran Book Processing Centre.
13. Every school library should have a collection of at least 500 well selected and useful book titles.
14. Book collection growth rate recommendations are the following: for the first five years after adoption of these standards, 1 title per student per year must be added to the collection; for the second five years, 2 titles per student per year must be added.

C. Magazines and Newspapers

1. Magazines contain unique material and are primary sources of current information. Students read magazines for many purposes, school-related and otherwise, and should become familiar with many good titles.
2. The magazine collection should represent all curricular subject areas as well as provide popular recreational reading material.
3. Magazines must be given maximum use by routing particular issues to interested teachers, displaying current issues, and distributing lists of selected articles.
4. Magazines of reference value should be bound with their indexes and kept for ten years.
5. The minimum number of current magazine titles should be five in schools serving grades kindergarten-5, ten for grades 6-8, and thirty for grades 9-12. These numbers should be increased by 25% in the first five years after adoption of these standards, and by 50% in the next five years.
6. Magazines may be selected from Soltani, P., Directory of Iranian Periodicals.
7. News coverage should be available on local, ostan, national, and international levels. A minimum newspaper collection is one current local title. Larger schools will need both local and Tehran newspapers.

D. Pamphlets

1. For certain new subjects, pamphlets (paper-bound material under 48 pages) provide the only sources of information, and for certain readers, pamphlets meet needs more effectively than books.
2. The pamphlet collection should contain current and useful material on many subjects.

E. Maps, Pictures, Catalogs, and Audio-visual Materials.

1. A good collection of varied Iranian and foreign maps and a world globe should be available.
2. The library should contain community resource indexes, trip and lecture files, local Iranian history materials, and a picture collection.
3. In high schools, collections of Iranian college and university catalogs

and vocational information should be provided.

4. The librarian should house and control the school audio-visual centre, or at least cooperate closely with it.
5. The same selection principles used for books apply to audio-visual materials as well.
6. Films used more than twelve times a year and phonograph records more than three times a year should be purchased.
7. Each library may be supplemented by varied materials on temporary loan from a larger library.

F. Faculty Professional Materials

1. Some Iranian and foreign professional education materials should be available in each library. They can be used for reference as well as general professional reading.
2. The professional collection should include books, pamphlets, filmstrips, sample textbooks, curriculum guides, and resource units. Also, it should include library science bibliographic and instructional books and journals helpful in selecting new material and keeping librarians and faculty members professionally informed.
3. The basic professional collection should contain at least one recent, useful book title per faculty member. Additions should total at least five new titles each year.
4. At least three education and instructional material magazine titles should be available for the faculty members and at least two librarianship titles for the library staff.

G. Expenditures

1. As recommended by Unesco for all Asian libraries, covering both materials and salaries, the annual Iranian expenditures for
   a. Elementary school libraries should be 1% of the total elementary education expenditures for the school, district or ostan served, excluding school capital expenditures.
   b. Secondary school libraries should be 2.1% of the total school expenditures on secondary education. This figure is higher than that for elementary schools because secondary schools need larger book collections and use more foreign language material.
2. Another way of expressing annual school library expenditure standards is to show the necessary per student expenditures for materials. The library must meet either the standard given in 1. above or in 3. below, or

preferably meet both standards.

3. By five years after these standards have been adopted, the elementary school library should be spending at least 50 Rials per pupil per year, by ten years after their adoption at least 75 Rials per pupil, and by fifteen years, at least 100 Rials per pupil, for materials. Figures for high school libraries should be double those of elementary schools.
4. Minimum annual professional collection expenditure should be 100 Rials per faculty member, though many professional materials can be obtained free of charge.
5. About 25% of the materials budget should be spent on magazines and newspapers.
6. About 15% of the materials budget should be spent on audio-visual, map and picture materials.
7. About 3% of the materials budget should be spent on pamphlets.
8. If the school's income is inadequate to support the library properly, the local parent-teachers association can assist in collecting either money with which to purchase new books, magazines, supplies and furniture, or else books donated from people's homes.

XI Processing Materials

A. Acquisitions

1. Library acquistions records should include the book's author, title, place, publisher and publication date. This information should be kept on a separate order card or slip for each book.
2. Orders should be sent out by letter listing the material being purchased.
3. Material should be ordered thru a reliable local bookstore which will give the school a discount price.
4. Some useful material is available free of charge.
5. The processing steps to prepare new books for use should be completed in three weeks or less.
6. When the number of school libraries warrants it, centralized city-wide, ostan-wide, or Iran-wide library book processing facilities should be provided by the Ministry of Education. The Ministry may use the processing services and advice of the Tehran Book Processing Centre, also.

B. Cataloging and Classifying

1. Material should be organized according to modern standard library policies to encourage the most efficient service.
2. The shelf list is a list of the entire bound volume collection in call number order and is useful in inventorying, cataloging, classifying and keeping accession number and price records. It should contain one catalog card for each book.

the index for the book collection,

3. The public catalog should contain author, title, subject and added entry cards, filed in alphabetical order, for each book.
4. Special card indexes may be needed for material particularly useful at various times during the school year.
5. Printed catalog cards can be purchased from the Tehran Book Processing Centre for Latin and Persian books and from the Library of Congress, Washington, D. C., for Latin books.

6. Books should be classified by the Dewey Decimal Classification, cataloged according to The Anglo-American Cataloging Rules, and The Cataloging of Persian Works by Nasser Sharify, and subject headings assigned from Sears' Subject Heading List.

C. Preparation for the Shelves

1. Books should be stamped to show Iranian library ownership, a date due slip and a book pocket pasted inside the back cover, and a charge card typed and inserted in the pocket. The call number should be typed on a label and the label glued securely to the book's spine or to the book's dust jacket.
2. Magazines should be stamped to show library ownership and checked into a kardex record file before use.
3. Pamphlets and pictures should be stamped to show library ownership.
4. Audio-visual material should be fully cataloged and library ownership stamped or pasted on each item before use.

XII Encouraging Library Use

1. All of the school's library materials should be consolidated efficiently in one room and serviced by one staff.
2. The library should be open throughout the day as well as before and after the day's first and last classes.
3. Library attendence procedures should be simple.
4. All books and magazines should be housed on oepn shelves to facilitate browsing and enable pupils to select their own materials. Only with such a full display of materials will the collection be used to the utmost.
5. Books should be shelved by subject in call number order on book shelves.
6. Magazines should be displayed alphabetically by title on magazine shelves for quick and effective use.

7. Pamphlets and pictures should be kept alphabetically in subject folders housed in a vertical file case in the reading room.
8. Audio-visual material should be kept in alphabetical order by title and form of material in vertical file cases in the reading room.
9. A wall glass exhibit case in the corridor outside the library is a desirable public relations device. Also, publicity can be obtained by bulletin board displays and notices which are seasonal or celebrate special events.
10. Informal furniture, attractive exhibits, pictures on the walls, green plants, and modern, colorful art objects will make the school library a pleasant and inviting place in which to work.
11. All material, except reference books and audio-visual material, should be available for home use.
12. Circulation policies should be simple. To charge out a book, the pupil should be required only to sign the book card and show his identity card.
13. Simple circulation records should be kept for greater efficiency and for use in preparing official reports.
14. No fee should be charged for library use but a small fine should be charged for overdue books.
15. Occassionaly, a teacher may wish to have his students read and consult a number of books in the classroom on a particular study unit ~~topic~~. For this purpose, a small collection of material on a narrow and specific topic may be sent to a classroom on a short term loan.
16. One or more specific titles on a subject may be held on reserve at the circulation desk for the students in a specific class to use for short loan periods in the reading room.
17. Annually, all library materials should be inventoried. Shelf list and card catalog records should be corrected for material lost. All heavily-used Iranian libraries lose material to careless borrowers, so no one should be penalized for such losses.
18. During the months when classes are in session, circulation per pupil should average one book or magazine per month.

XIII Quarters, Furniture, Equipment and Supplies

A. Planning

1. The Iranian school administrator, architect, librarian, and Ministry Supervisor of School Libraries should plan new quarters co-operatively.
2. The breadth of the library's program, enrollment, the scope and types of resources, and the extent to which the school encourages library use determine the space and equipment needed.

B. Design for Good Service

1. Library quarters should be functionally designed. Ample space, harmonious arrangements, color blendings and contrasts, attractive, comfortable furnishings, and proper noise control should create an atmosphere in which users enjoy learning.
2. Modern lighting, ventilating, and heating are essential.
3. Quarters must be easily accessible, large enough, flexible, comfortable and convenient.
4. Classroom, office, and conference room space may be needed, in addition to space for a reading room and a work room.
5. The library should be located far from noise sources, such as the gymnasium, cafeteria, playground, shops, streets, or bus-loading areas.
6. While the library may be started in a school hallway or a large closet, certainly a better location should be sought for it.

C. Reading Room Area

1. The reading room should have
   a. Dimensions allowing 2.5 square meters per seated reader.
   b. Seating for at least 10% of the school enrollment.
   c. Seating space at tables holding two to four people, one man carrels, and comfortable, sturdy easy chairs.
   d. Sufficient standard adjustable wall shelving to house book and magazine collections for at least five years of growth.
   e. Space for a circulation desk and nearby a card catalog case, vertical file case, wall clock, dictionary case, and atlas case. The circulation desk must be located at the library exit, and all material must be checked before going out.

D. Work and Office Area

1. Quarters should include efficient technical processing, business routine and book repair work room space, and also, supply, equipment and audio-visual maintenance and storage areas.
2. The workroom should include ample table top or counter work space, storage drawers, cupboards, closets, and open book shelves.
3. The work room may serve as an office area, also, and should open into the reading room. Glass panels between work and reading rooms will make supervision easier.
4. As enrollment and library use increase, so will the need for separate rooms within library quarters, including a librarian's office.

E. Shelving

1. Doorless hard wood or metal book and magazine shelving should meet the

modern Iranian library furniture standards developed by the Tehran Book Processing Centre.

2. Units of double-faced, counter height, movable shelving are desirable for reference books placed in the centre of the reading room.
3. Specifications for easily adjustable standard single-faced Iranian book shelving:

Section width	92 cms.
Shelf depth	23 cms.
Shelf thickness	2 cms.

4. Total height of a standard section

Senior high school	2 meters
Junior high school	1½ meters
Elementary school	1¼ meters
Counter height section	1 meter

5. Useable capacity estimates--number of volumes per shelf when full

Picture books (with dividers)	40 volumes
Average size books	25 volumes
Reference and bound magazines volumes	12 volumes

F. Furniture, Equipment and Supplies

1. All library furniture, equipment and supplies should meet the Iranian standards developed by the Tehran Book Processing Centre and by the Iranian Institute of Standards and Industrial Research. The Tehran Book Processing Centre can suggest standard furniture, equipment and supply designs and suppliers.
2. The library charging desk may be an ordinary teachers or office desk or else a small charging counter.
3. The card catalog case should be of standard size for which sectional cases will allow easy expansion. Size estimates should be based on 1000 cards per tray capacity.
4. Appropriate projectors, screens and phonographs should enable pupils to use audio-visual materials in the library.
5. Additional equipment may include wooden or metal book trucks, vertical file cases, dictionary cases, atlas cases, office desks, posture chairs, sink, wall clock, kardex, Persian and Latin language typewriters and typewriter stands.
6. Supply items should include charge cards, identification cards, order cards, catalog cards, card sorters, stationary, accession book, correspondence record book, date due slips, book pockets, book jackets, book

spine labels, scotch and mending tape, plastic adhesive, library ownership stamps, dater stamps, and book mending supplies.

XV Supplementary Information

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2. Assistance in establishing and improving a school library can be obtained from the Iranian Library Association, P. O. Box 11-1391, Tehran; the American Association of School Libraries, 50 E. Huron Street, Chicago, Illinois, 60611, USA; and the School Library Association, 160 Southampton Row, London, WC1, United Kingdom.

3. Iranian examples of comparatively good school libraries include the Com-

munity School Library, Tehran, and the American School Library, Tehran. A visit to one of them should be helpful to anyone interested in improving a school library.

4. There are three Iranian library schools: (a) the University of Tehran Faculty of Education Department of Library Science offering a Masters degree and an undergraduate minor; (b) Tabriz University Teachers Training College offering a Bachelors degree; and (c) the Iranzamin Junior College of Business and Library Science, Tehran, offering a post diploma.
5. If the terms and ideas used in this set of standards are not entirely clear, the reader may consult the library science glossary published by the Iranian Documentation Centre in 1970. It defines many of them in Persian. Also, the reader can ask the Tehran Book Processing Centre Planning Department for advice.

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